

Home Economics Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

**A Handbook for
Teacher Educators
and
Program Reviewers**



2006

California Commission on Teacher Credentialing

Arnold Schwarzenegger, Governor
State of California

2006

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Foreword

One of the purposes of education is to enable students to learn the important subjects of the school curriculum so they can further their professional goals and function effectively in work, society and family life. Each year in California, hundreds of students enroll in home economics classes with teachers who are certified by the Commission on Teacher Credentialing (CTC) to teach those classes in public schools. The extent to which students learn to engage in and utilize home economics depends substantially on the preparation of their teachers in home economics and the quality of the teaching of home economics.

The Commission is the agency of California government that licenses teachers and other professionals who serve in the public schools. As the policymaking body that establishes and maintains standards for the education profession in the state, the Commission is concerned with the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, the Commission has an important responsibility to establish and implement strong, effective standards of quality for the preparation and assessment of credential candidates.

California teacher candidates are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates for the Single Subject Teaching Credential have two options available for satisfying this requirement: they can either complete a Commission-approved subject matter preparation program, or they can pass the appropriate Commission-adopted subject matter examination(s) (Education Code sections 44280 and 44310). Because they satisfy the same requirement, these two options are to be as aligned and congruent as possible.

However, the substance and relevance of the single subject matter program standards and the validity of examination specifications (i.e., subject matter requirements) is not permanent. The periodic reconsideration of subject matter program standards and the need for periodic examination validity studies are related directly to one of the Commission's fundamental missions: to provide a strong assurance that teaching credentials issued by the Commission are awarded to individuals who have the knowledge, skills, and abilities that are needed in order to succeed in public school teaching positions in California. Best professional practice related to the program standards and the legal defensibility of the examination specifications require that the standards and specifications be periodically reviewed and rewritten, as job requirements and expectations change over time (Education Code sections 44225i, j, 44257, and 44288).

In the mid-1990s, the Commission developed and adopted standards for single subject matter preparation programs and, at the same time, specifications for the single subject matter examinations. This work was based on the advice of subject matter advisory panels and data from validity studies, and resulted in program standards and examination specifications that were valid and closely aligned with each other. Those subject matter standards and specifications were adopted by the Commission in 1998 and are still in use today. They are now being replaced by the subject matter requirements and single subject matter standards adopted by the Commission in 2006, as presented in this handbook.

The Commission's responsibility for establishing high standards for teachers is based, in part, on three major pieces of legislation. In 1988, 1992 and 1998 the Legislature and the governor enacted legislation sponsored by the Commission that strengthened the professional role of the Commission and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. These reform laws were Senate Bills 148 (Chapter 1355, Stats. 1988), 1422 (Chapter 1245, Stats. 1992) and 2042 (Chap. 548, Stats.1998). As a result, the Commission has taken on new responsibilities for establishing and maintaining rigorous levels of quality in teacher preparation and competency for beginning teachers. To implement these three statutes, the CTC has developed new standards, subject matter requirements and other policies collaboratively with representatives of postsecondary institutions, teachers and administrators in public schools, and statewide leaders involved in public education. This work was done in alignment with the State Board-adopted academic content standards and/or frameworks for K-12 students, and, as required by SB 2042 (Chap. 548, Stats.1998), the K-12 student academic content standards are reflected in the Commission's teacher preparation and subject matter preparation program standards.

The revision of Commission standards pursuant to SB 2042 (Chap. 548, Stats.1998) was undertaken in three phases. Single subject matter advisory panels were established to assist in this important work. The first two phases of single subject matter advisory panels addressed the content areas of English, mathematics, science, social science, art, music, languages other than English, and physical education. These panels completed their work over a two year period from 2001-2003. The third and final phase of single subject matter panels was accomplished in 2004, and addressed the subject areas of agriculture, business, health science, home economics, industrial and technology education, and languages other than English: American Sign Language. The new subject matter standards developed by all of the panels were grounded in and aligned with the academic content standards for California K-12 students.

Part 1: Introduction to Subject Matter Program Standards

A. The Commission's Responsibility for Program Standards

The Commission fulfills one of its responsibilities to the public and to the profession by developing, adopting and implementing standards of program quality and effectiveness. In the process of upholding high standards for the preparation of teachers, the Commission also respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined below reflect the Commission's approach to fulfilling its responsibilities under the law. The Commission asked the single subject advisory panels to apply these general principles to the development of standards for single subject matter programs.

- 1) The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.*
- 2) There are many ways in which a teacher preparation program could be excellent.*
- 3) The curriculum of teacher preparation plays a central role in a program's quality.*
- 4) Teacher preparation programs should prepare candidates to teach the public school curriculum effectively.*
- 5) In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.*
- 6) The curriculum of a teacher preparation program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission criteria.*
- 7) The assessment of each student's attainments in a teacher preparation program is a significant responsibility of the institution that offers the program.*
- 8) The Commission's standards of program quality allow quality to assume different forms in different environments.*
- 9) The Commission's standards of program quality are roughly equivalent in breadth and importance.*
- 10) Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.*

1. Overview of Standards for Preliminary Teacher Preparation Programs

The standards reforms initiated by SB 2042 (Chap. 548, Stats. 1998) began with the simultaneous development of standards for preliminary teacher preparation programs and for teacher induction programs. The advisory panel appointed by the Commission that developed these two sets of standards was charged with developing the following three policy documents for review and consideration by the Commission:

- New standards of quality and effectiveness for preliminary teacher preparation programs;
- Teaching Performance Expectations that would serve as the basis for evaluating the competence of teacher candidates on teaching performance assessments embedded in preparation programs; and
- New standards of quality and effectiveness for professional teacher induction programs.

Following their adoption by the Commission in 2001, these three sets of standards initiated structural changes in the teacher credentialing system, as follows:

- alignment of all teacher preparation standards with the state-adopted academic content standards and performance levels for K-12 students, and with the *California Standards for the Teaching Profession (CSTP)*;
- inclusion of a teaching performance assessment in preliminary multiple and single subject teacher preparation programs; and
- a required induction period of support and formative assessment for all first and second year multiple and single subject teachers.

In addition to these structural and thematic shifts in the Commission's credentialing system and standards, SB 2042 (Chap. 548, Stats. 1998) replaced the Professional Clear Credential course requirements in health, mainstreaming and technology with a requirement that essential preparation in these three areas be addressed in both the preparation and the induction standards. Follow-up legislation in 1999, AB 1059 (Chap. 711, Stats. 1999) required that new standards for preparation and induction programs include preparation for all teachers to teach English learners in mainstream classrooms. The subject matter standards in this handbook have been designed to complement the SB 2042 standards for programs of pedagogical preparation.

2. Standards for Subject Matter Preparation Programs for Prospective Teachers

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Postsecondary institutions govern academic programs that lead to the awarding of degrees, including baccalaureate degrees in home economics, whereas the Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in Home Economics. An applicant for a teaching credential must have earned a Bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in home economics may or may not fulfill the Commission's standards for subject matter preparation. Single subject candidates who complete an approved subject matter program that satisfies the standards meet the subject matter requirement to qualify for the Single Subject Credential in Home Economics.

3. The Standards Development Process

The Commission's process for standards development includes the establishment of advisory panels that develop and recommend program standards to the Commission. As this process was applied to the development of subject matter program standards, each panel consisted of:

- Classroom teachers of the subject area
- Subject area specialists in school districts, county offices of education, and postsecondary institutions
- Professors in the subject area teaching in subject matter preparation programs
- Teacher educators
- Members of relevant professional organizations
- Members of other relevant committees and advisory panels
- A liaison from the California Department of Education.

During the third phase of standards development, twelve panel members were appointed to the Agriculture Panel; twelve members were appointed to the Languages Other than English: American Sign Language Panel; eighteen members were appointed to the Business Panel; thirteen members were appointed to the Health Science Panel; fourteen members were appointed to the Home Economics Panel; and fourteen members were appointed to the Industrial and Technology Education Panel. These panels began their work in 2004 with a written charge that described their responsibilities for identifying the subject-specific knowledge, skills, and abilities (SMRs) which form the basis of the content required in Commission-approved subject matter preparation programs for teacher candidates. The SMRs for each of these content areas were approved by the Commission at its January 2005 meeting.

a. Essential Reference Documents for Subject Matter Panels

The subject matter panels used a number of documents as primary resource references for their work. The documents listed below were essential for the phase three panels' use in developing the draft program standards that were subsequently adopted by the Commission.

- The draft academic content standards for K-12 students and/or frameworks approved by the California State Board of Education (2005)
- The Commission-approved (1996) *Standards of Quality and Effectiveness for Subject Matter Programs in Agriculture, Languages Other Than English, Business, Health Science, Home Economics, and Industrial and Technology Education* and *Handbooks for Teacher Educators and Program Reviewers* in each of the academic areas (1999)
- The *Standards of Program Quality and Effectiveness for the Subject Matter Requirements for the Multiple Subject Teaching Credential* (Sept. 2001)
- The *Standards of Quality and Effectiveness for Preliminary Teacher Preparation Programs* (Sept. 2001, revised 2003)
- The national subject matter standards for agriculture, languages other than English: American Sign Language, business, health science, home economics, and industrial and technology education
- Other important state and national studies and publications relevant to the subject areas.

The State Board-adopted K-12 student academic content standards and/or frameworks were the central documents used by the panels. In 2002, the first phase of subject matter advisory panels had identified six standards contained within the 1992 standards documents that were common to all of the subject matter standards, and had added several additional standards based on the SB 2042 reform (Chap. 578, Stats. 1998). This process resulted in the development and approval by the Commission of ten standards “common to all” programs that were incorporated within the specific program standards for each of the single subject area standards developed in phase three.

The *Subject Matter Requirements for the Multiple Subject Teaching Credential* was also an important document used by the panels. In some cases the multiple subject standards language

and the organization of the standards along with their required elements were incorporated by the panels. The standards of the national professional organizations also served as a guide and provided a comprehensive perspective for panel members.

b. Field Review of Draft Standards

The single subject matter standards developed by the phase three advisory panels and subsequently adopted by the Commission were formatted to align with the SB 2042 teacher preparation and teacher induction program standards. In this new format the broad conceptual standard is presented, followed by the required elements of the standard which further articulate the concepts contained within the standard. This format contrasts with the structure of the previous subject matter standards, where a “rationale” was provided for each standard followed by “factors to consider” that were suggestions for how a program could meet the standard. In the new format the standard and all of its required elements must be addressed for the standard to be fully met.

Early in 2004 the Commission conducted a field review of the draft single subject matter standards. The draft standards were mailed to all deans of education, directors of teacher education programs, and single subject coordinators at all Commission-accredited four-year institutions in California; to learned societies and professional organizations; and to funded subject matter projects, teacher organizations, school districts, and county offices of education. The draft standards were sent as well to over one hundred selected K-12 public school teachers and college/university professors. The standards were also placed on the Commission’s web site with instructions on how to download the standards, complete the field review survey, and return survey responses to the Commission.

Standards review surveys were returned to the Commission by February 2004. Commission staff tallied all responses and listed all comments on a master survey form for each subject matter area. Revisions made by the panels as a result of the field review included providing clarifications and examples, and reorganizing content. Elements that were consistent with the state’s K-12 student academic content standards remained unchanged.

c. Adoption of Standards by the Commission

The revised subject matter standards for all of the phase three subject areas were adopted by the Commission at its meeting of September 2006.

B. Alignment of Subject Matter Program Standards and Subject Matter Assessments

The Teacher Preparation and Licensing Act of 1970 (Ryan Act) established the requirement that candidates for teaching credentials verify their knowledge of the subjects they intend to teach. Candidates for single subject teaching credentials may satisfy this subject matter requirement by completing approved single subject matter programs or by passing subject matter examinations that have been adopted by the Commission. Senate Bill 2042 (Chap. 548, Stats.1998) required that subject matter programs and examinations for prospective teachers be aligned with K-12 student standards and frameworks.

To achieve this alignment and congruence, the Commission asked the subject matter advisory panels to develop subject matter requirements (SMRs) that would be consistent in scope and

content with the K-12 standards and frameworks. At the time the Commission adopted the phase three subject matter program standards in 2006, it also adopted the subject matter requirements appended to the standards document. College and university faculty and administrators are urged to examine these SMRs as a source of information about essential content that should be included in subject matter preparation programs, as these represent the scope of content on which both the program standards and the subject matter examinations are based and to which the program standards and the examinations are aligned.

Early in 2004, the Commission began the process of developing assessments that were aligned with the K-12 requirements. These assessments are known as the “California Subject Examinations for Teachers (CSET),” and are administered by an external contractor under the Commission’s direction. In the six subject areas, multiple-choice and constructed-response test items were drafted, based on the subject matter requirements. The test items were reviewed by both the Bias Review Committee and the appropriate subject matter advisory panel and revised as necessary. The CSET examinations for the phase three subject areas of agriculture, business, health science, home economics, industrial and technology education, and languages other than English: American Sign Language were first administered in fall 2005, and these assessments replaced the SSAT and Praxis II examinations in these content areas.

C. Single Subject Teaching Credentials

The Single Subject Teaching Credential authorizes an individual to teach classes in that content area in departmentalized settings. The holders of these credentials may teach at any grade level, but the great majority of the classes in these subjects occurs in grades seven through twelve. The Commission asked the subject matter advisory panels to recommend new policies to ensure that future teachers are prepared to instruct in the subject areas most commonly taught in secondary public schools.

D. Contacting the Commission

The Commission periodically reviews and updates its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments and questions about the standards and other policies in this handbook. For further information, please contact the Commission at the following address:

Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95814-4213

Part 2: Standards of Quality and Effectiveness for the Subject Matter Program in Home Economics

A. Overview and Introduction to the Handbook

This section of the handbook is organized into three parts. Part 1 of the handbook provides the background and context for the home economics program standards. Part 2 of the handbook presents the twenty program standards as well as the subject matter requirements for home economics. Part 3 of the handbook provides information about implementation of the home economics program standards in California colleges and universities.

1. Contributions of the Home Economics Subject Matter Advisory Panel

The Commission on Teacher Credentialing is indebted to the Home Economics Subject Matter Advisory Panel for the development of the *Standards of Quality and Effectiveness for the Subject Matter Program in Home Economics*. The Commission believes strongly that the standards in this handbook will improve the teaching and learning of home economics in California's public schools.

2. Introduction by the Home Economics Subject Matter Advisory Panel

The Home Economics/Family and Consumer Sciences curriculum has evolved from basic homemaking skills to family and consumer sciences, along with many career technical skills needed for employment. The current content of the state standards and/or frameworks to which the Home Economics standards have been aligned provide essential tools for the development and maintenance of a healthy society. The domains of Home Economics (Personal Family, and Child Development; Nutrition, Foods, and Hospitality; Fashions and Textiles; Housing and Interior Design; and Consumer Education) are key components in an individual's overall personal and career development. A home economics teacher must provide students with the many resources required to blend career, consumer, and family studies.

Academic rigor is a necessary characteristic of a comprehensive subject matter preparation program. Connections between the traditional academic disciplines and their application to the multidisciplinary content of Home Economics/Family and Consumer Sciences provide practical experience-based applications for students. Teacher candidates need to develop a broad and deep conceptual knowledge of the many varied aspects of home economics. Field experience furthers the candidates' understanding of the breadth and depth of the home economics domains, and helps teacher candidates learn to teach all aspects of a comprehensive home economics program.

It is important to understand the roles of personal, family, and child development in building individual as well as societal relationships. As a key component of the home economics curriculum, candidates learn to use this foundational knowledge for their own personal growth. The study of nutrition, foods, and hospitality broadly address the content needed by an individual for both personal and career needs in the areas of food science, nutritional science, food preparation, and hospitality. Foundational-level knowledge of fashion and textiles is used daily by consumers to make resource-based decisions. Foundational-level knowledge of housing and interior design helps individuals understand the interactions between the environment and

personal space and well-being. Foundational-level knowledge of consumer economics provides individuals with an understanding of personal and family resources, consumer rights and responsibilities, economic systems, and personal finances. Each of these areas is essential to individuals as they participate in daily life and society.

With all of this basic foundational-level knowledge, teachers are able to effectively address the student learning needs in the Home Economics/Family and Consumer Sciences classroom.

3. Definitions of Key Terms

California state law authorizes the California Commission on Teacher Credentialing to set standards and requirements for preparation programs (Education Code sections 44225a, i, j; 44310; and 44311). The following key terms are used in this handbook.

Preconditions

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. Commission staff determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions then undergoes a more intensive review to determine if the program's quality meets the Commission's standards.

Standards

Standards are statements of program quality adopted by the Commission on Teacher Credentialing to describe acceptable levels of quality in programs of subject matter study offered by regionally-accredited colleges and universities that award baccalaureate degrees. Each standard is elaborated by “required elements” for that standard. Programs must meet all of the applicable standards for both initial and continuing approval of a subject matter program by the Commission. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information provided by the program sponsor related to the standard.

Required Elements

Required elements guide institutions in developing programs that meet the standards, and are also used by program review panels in judging the quality of a program in relation to a given standard. Within the overall scope of a standard, each required element describes how a particular area of the subject matter requirements should be applied within a preparation program. The elements also help programs identify what the Commission believes are the important dimensions of program quality with respect to each standard. In determining whether a program fulfills a given standard, the review panel considers the information provided by the program in response to all of the required elements of that standard. When the review panel finds that a program has met each standard and each of its required elements, the program is then recommended to the Commission for approval.

B. The Home Economics Standards

1. Preconditions for the Approval of Subject Matter Programs in Home Economics

To be approved by the Commission, a Subject Matter Program in Home Economics must comply with the following preconditions.

- (1) Each program of subject matter preparation for the Single Subject Teaching Credential in Home Economics shall include (a) a minimum of 36 semester units (or 54 quarter units) of core coursework in English and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) the following subjects that are commonly taught in departmentalized classes of health and related subjects in the public schools: personal, family and child development; nutrition, foods and hospitality; fashion and textiles; housing and interior design; consumer education; or other related subjects commonly taught in California public schools
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) designed to supplement the core of the program may be offered in any or all of the following patterns:
 - A combination of related content areas within or across domains
 - A concentration in one domain
 - A concentration in any content area within a domain

In addition to describing how a program meets each standard of program quality in this handbook, the institution's program document must include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject and/or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally-accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

2. Standards of Quality and Effectiveness for the Subject Matter Program in Home Economics

a. Standards Common to All Single Subject Matter Preparation Programs

Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Content Standards for California Public Schools K-12* and curriculum frameworks for California public schools. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Required Elements:

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted academic content standards for K-12 students and curriculum frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities for all prospective teachers to learn by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

Required Elements:

- 2.1 In accordance with Education Code 200 human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to male and female prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

Required Elements:

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

Standard 4: Literacy

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

Required Elements:

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Required Elements:

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

Required Elements:

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

Standard 7: Assessment of Subject Matter Competence

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

Required Elements:

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

Standard 8: Advisement and Support

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

Required Elements:

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the state-adopted academic *Content Standards for California Public Schools K-12*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

Standard 9: Program Review and Evaluation

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

Required Elements:

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, and student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

Required Elements:

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

b. Home Economics Program Standards

Standard 11: Personal, Interpersonal and Family Relationships

The program provides candidates with instruction in personal, interpersonal, and family relationships over the lifespan. Included is an understanding of the foundations, characteristics, and factors affecting those relationships.

Required Elements:

- 11.1 The program provides students with an understanding of the characteristics of relationships, as well as the factors that can affect relationships
- 11.2 Coursework will enable students to describe the skills, behavior and techniques that help individuals promote and obtain positive relationships.
- 11.3 Coursework includes the study of the family in society, including family structures, roles and responsibilities.
- 11.4 Candidates are required to analyze the family life cycle and its effect on the well-being of individuals and families and to identify appropriate support resources.

Standard 12: Parenting

The program provides candidates with an overview of the roles and responsibilities of parents. Coursework includes the theories, skills, and approaches to parenting and child guidance.

Required Elements:

- 12.1 Candidates are prepared to analyze various factors that affect decisions to become a parent, including family planning and the responsibilities of parenthood.
- 12.2 Coursework includes the stages and characteristics of pregnancy and the factors that affect prenatal development and postnatal health.
- 12.3 Coursework requires candidates to recognize parenting theories and techniques, methods, and strategies to guide a child's development and behavior.
- 12.4 Coursework encompasses studies in the common childhood illnesses and healthcare needs, including potential safety hazards and planning for emergencies.
- 12.5 The program provides knowledge of child abuse and neglect issues, including legal responsibilities related to ensuring a child's safety and well-being.

Standard 13: Child Development and Education

The program incorporates the major theories in human development and the methods, strategies, and approaches that can be used to foster physical, cognitive, emotional, and social development. It also provides knowledge of development, guidance, and education of children in family and career settings.

Required Elements:

- 13.1 Program studies address the stages and characteristics of child development, including hereditary and environmental factors.
- 13.2 Coursework includes major child developmental theories, research methods, and observation and assessment techniques.
- 13.3 The program instructs candidates in developmentally appropriate activities for children that promote cognitive, physical, emotional, and social development.
- 13.4 The program provides candidates with knowledge of industry career paths, transferable knowledge and skills, aptitudes, and responsibilities related to careers in child development.

Standard 14: Food and Nutrition Science

The program provides course work in food and nutrition science, including physiological and biochemical processes. The program prepares candidates to apply these processes in the preparation and use of food and nutrients.

Required Elements:

- 14.1 The program prepares candidates to understand and apply dietary guidelines, disorders of the diet, and food related issues that affect health and well-being.
- 14.2 The program prepares candidates to apply terminology used in food and nutrition science and apply the knowledge of current research and new technologies in nutrition and food safety.
- 14.3 Candidates in the program analyze cultural, environmental, and socioeconomic factors that affect diet, nutrition, and health throughout the life cycle.
- 14.4 The program provides knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to careers in nutrition and food science.

Standard 15: Food Preparation, Service and Hospitality

The program provides course work in the procedures and techniques related to food preparation, meal management, equipment, and facilities.

Required Elements:

- 15.1 The program prepares prospective candidates to know and apply the principles of food safety and sanitation, including the causes and prevention of food-borne illnesses.
- 15.2 Coursework includes instruction in the selection, use, storage, and care of food preparation equipment.
- 15.3 Candidates in the program are required to study meal management needed to effectively plan, prepare, present, and serve meals in home and commercial settings.
- 15.4 Program studies incorporate the principles, techniques, and terminology of food preparation in the food service and hospitality industries.
- 15.5 Candidates are prepared to identify and describes public and private agencies and their role in relation to the food service and hospitality industries.
- 15.6 The program prepares candidates to recognize the differences in styles of food preparation and meal service throughout a variety of cultures.
- 15.7 The program prepares candidates to transfer and apply the knowledge, skills, and aptitudes to careers in the industries related to food service and hospitality.

Standard 16: Fashion, Textiles, and Apparel

The program provides instruction in fashion, textiles, apparel design, and construction.

Required Elements:

- 16.1 Candidates are instructed in the history of fashion and the fashion industry
- 16.2 Coursework includes elements and principles of design as related to fashion, textiles, and apparel.
- 16.3 Candidates are required to study wardrobe planning, selection, and care of clothing and textile items.
- 16.4 Coursework includes properties and applications of natural and manufactured fibers, fabrics and finishes.
- 16.5 Candidates are instructed in the selection, use, and care of apparel construction equipment and materials.
- 16.6 Coursework requires candidates to apply apparel construction techniques and to evaluate apparel quality.
- 16.7 Courses include analysis of cost, time, and energy factors involved in use and reuse of textile items.
- 16.8 The program promotes in candidates transferable knowledge and skills, aptitudes, and responsibilities related to careers in the fashion and textile industries.

Standard 17: Housing and Interior Design

The program provides candidates with instruction in housing and interior environments.

Required Elements:

- 17.1 The program prepares candidates in basic factors in selecting housing and design to create living environments.
- 17.2 The program provides instruction on housing and furnishings.
- 17.3 Coursework includes the laws, regulations, and programs related to housing issues.
- 17.4 Coursework includes the elements and principles of design in planning, selecting, and evaluating furnishings for interior environments.
- 17.5 The program addresses life cycle concerns related to living environments.
- 17.6 The program promotes in candidates transferable knowledge and skills, aptitudes, and responsibilities related to careers in housing and interior design.

Standard 18: Consumer Education

The program provides instruction on the management of personal and family resources, consumer rights and responsibilities, and economic systems.

Required Elements:

- 18.1 Coursework includes personal and financial management and analysis of the factors that influence consumer decision-making.
- 18.2 Program studies address consumer fraud issues and how to identify resources available to consumers.
- 18.3 Coursework includes managing resources to balance home, work, and life.
- 18.4 Coursework instructs candidates on local, state, and federal laws and agencies that protect consumers.
- 18.5 Coursework provides instruction on factors that affect and are affected by local, state, national, and international economies.
- 18.6 Candidates are required to develop and use communication skills in negotiating and problem solving difficulties related to purchasing goods and services.
- 18.7 The program promotes in candidates transferable knowledge and skills, aptitudes, and responsibilities related to careers in consumer services.

Standard 19: Leadership

The program prepares candidates in leadership, organizational, and communication knowledge and skills to support and promote professionalism.

Required Elements:

- 19.1 Coursework prepares candidates to be able to analyze the interrelationships and contributions of professional and student organizations.
- 19.2 Coursework prepares candidates to be advocates for the profession.

Standard 20: Field Experience

The program requires field experience in one of the subject matter areas of Home Economics Careers and Technology. The candidate will use the field experience to identify career options, transferable knowledge and skills, aptitudes, and responsibilities related to careers in the field experience area.

Required Elements:

- 20.1 The program provides the opportunity for candidates to have field experience related to one area of specialization.
- 20.2 The program requires the candidate to document the field experience.

c. Subject Matter Requirements for Prospective Teachers of Home Economics

(1.) Introduction

Subject matter requirements represent the body of knowledge, skills and abilities expected of teachers of home economics in the public schools. The subject matter requirements form the basis for both program standards and examination specifications for home economics.

(2.) Content Domains for Subject Matter Knowledge and Skills in Home Economics

Domain 1. Personal, Family, and Child Development

Candidates demonstrate an understanding of personal, interpersonal, and family relationships; parenting; and child development and education. Candidates must have a broad and deep understanding of the types of relationships people have, as well as the factors that can affect relationships. They recognize major theories about human and family development and understand methods, strategies, and approaches that can be used to foster physical, cognitive, emotional, and social development. They are also familiar with knowledge and skills transferable to a variety of careers related to family services, child development, and education.

1.1 Personal, Interpersonal, and Family Relationships

- a. Demonstrate an understanding of the characteristics that affect personal, interpersonal, and family relationships, such as values, goals, morals, self-concept, and philosophy of life.
- b. Demonstrate an understanding of the reasons for personal relationships; the factors that affect the selection of friends, partners, and spouses; and the issues that can arise in personal relationships.
- c. Describe how relationship skills, responsible behavior, and stress-management techniques can help individuals promote and obtain positive personal, interpersonal, family, and workplace relationships.
- d. Demonstrate an understanding of the meaning of family, the different types of families and family structures, the roles and responsibilities within a family, the function of families within society, and the significance of families to individuals and society.
- e. Analyze the family life cycle and its effect on the health and well-being of individuals and families (e.g., major life changes, conflicts, crises) and identify resources, such as local, state, and federal systems, that can offer support to individuals and families.

1.2 Parenting

- a. Analyze various factors that affect decisions about becoming a parent (e.g., life choices, health, cultural and socioeconomic considerations).
- b. Demonstrate knowledge about family planning and ways in which individuals can prepare for the responsibilities of parenthood.
- c. Demonstrate knowledge about the stages and characteristics of pregnancy and

the factors that affect prenatal, perinatal, and postnatal health (e.g., parental nutrition and health, medical care, environment).

- d. Recognize theories on parenting; how parenting affects parents, children, and families; and techniques, methods, and strategies that can be used to guide a child's development in areas such as self-worth, social skills, appropriate behavior, and self-discipline.
- e. Demonstrate an understanding of common childhood illnesses, children's healthcare needs (e.g., immunizations, nutrition, exercise), and hygienic care for children.
- f. Identify potential hazards to children's safety, precautions and practices to prevent childhood accidents, basic first-aid procedures, and ways to plan for children's safety in emergency situations (e.g., fire, earthquake, parental illness).
- g. Demonstrate an understanding of the factors that contribute to child abuse and neglect, signs of child abuse and neglect, and legal responsibilities related to ensuring a child's safety and well-being.

1.3 Child Development and Education

- a. Demonstrate knowledge of the stages and characteristics of child development, from infancy through adolescence, and the various hereditary and environmental factors that can affect child development.
- b. Demonstrate knowledge of the study of children, including major child developmental theories (e.g., Piaget's theory of cognitive development, Erikson's theory of psychosocial development, Kohlberg's theory of moral development), research methods, and observation techniques.
- c. Identify developmentally appropriate activities for children of various ages and stages, such as learning, playing, and other recreational activities that can be used to promote cognitive, physical, emotional, and social development.
- d. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to careers in child development and education.

(Challenge Standards for Student Success: Home Economics Careers and Technology [2000]: Family Living and Parenting Education Content Area Standards 1–9; Individual and Family Health Content Area Standards 3 and 5; Child Development and Guidance Content Area Standards 1–12; Child Development and Education Career Pathway Standards 1–17.)

Domain 2. Nutrition, Foods, and Hospitality

Candidates demonstrate an understanding of food science, nutritional science, food preparation, and hospitality. Candidates understand the scope of food and nutritional science, including physiological and biochemical processes involved in the preparation and consumption of food and nutrients. They understand the components of and the various factors that affect health and well-being and have knowledge about various illnesses and diseases related to food and nutrition. They are knowledgeable about

current research and new technologies in nutrition and food industries. They also understand procedures and techniques related to food preparation and meal management. Candidates have knowledge of various kitchen designs, equipment, appliances, safety and sanitation standards, and emergency procedures. They are also familiar with knowledge and skills transferable to a variety of careers related to food, nutrition, and hospitality industries.

2.1 Food and Nutritional Science

- a. Demonstrate knowledge of the principles of food and nutritional science, such as the chemical and physical reactions that occur in food; characteristics and functions of nutrients; the digestion, absorption, and metabolism of nutrients; and the factors that affect the nutritional value of foods and beverages.
- b. Demonstrate an understanding of the components of a balanced diet, including current government-approved dietary guidelines; dietary needs throughout the life cycle; and the relationship between nutrition and health.
- c. Apply terminology used in food and nutritional science to interpret label information and evaluate current dietary programs.
- d. Demonstrate an understanding of current research and its impact on new technologies relating to the quality, safety, availability, and affordability of food and to the environment.
- e. Demonstrate knowledge of food-related diseases and disorders of the diet.
- f. Analyze cultural, environmental, and socioeconomic factors that affect diet, nutrition, and health.

2.2 Food Preparation and Hospitality

- a. Demonstrate knowledge of the principles of food safety and sanitation, including food-borne illnesses, their causes, and prevention.
- b. Demonstrate an understanding of efficient kitchen designs and layouts.
- c. Demonstrate an understanding of how to select, care for, and safely use food preparation equipment.
- d. Identify kitchen safety hazards, safety precautions, and emergency procedures.
- e. Demonstrate knowledge about food safety regulations and inspections, as well as the role of state and federal agencies (e.g., California Department of Health Services, U.S. Food and Drug Administration, U.S. Department of Agriculture) in regulating food product safety.
- f. Demonstrate an understanding of the factors that affect meal management (e.g., time, energy, resources), as well as the methods and skills necessary to effectively manage meal planning, preparation, and presentation.
- g. Demonstrate an understanding of the principles, techniques, and terminology of food preparation (e.g., measuring and substituting ingredients; following, interpreting, converting, and modifying recipes/formulas).
- h. Recognize the variety of differences in food preparation, dining etiquette, table settings, and meal service styles within the United States, as well as those of other cultures and geographical regions of the world.
- i. Demonstrate knowledge of career paths, transferable knowledge and skills,

aptitudes, and responsibilities related to careers in nutrition, foods, and hospitality industries.

(Challenge Standards for Student Success: Home Economics Careers and Technology [2000]: Food and Nutrition Content Area Standards 1–10; Food Science, Dietetics, and Nutrition Career Pathway Standards 1–18; Food Service and Hospitality Career Pathway Standards 1–20.)

Domain 3. Fashion and Textiles

Candidates demonstrate an understanding of fashion, textiles, and apparel design and construction. Candidates must have a substantial understanding of the history of fashion and current trends in fashion; wardrobe management; fibers, fabrics, and finishes; and apparel equipment and materials, as well as maintenance and construction procedures used in various activities related to apparel and textile items. They are familiar with knowledge and skills transferable to a variety of careers related to the fashion and textile industries.

3.1 Fashion Influences and Wardrobe Management

- a. Demonstrate knowledge of the history of fashion (e.g., the historical development of textiles, cultural influences on design, technological advancements in apparel design and manufacturing) and current trends in the fashion industry.
- b. Demonstrate knowledge of elements and principles of design and color theory as related to the fashion industry.
- c. Demonstrate an understanding of the factors influencing wardrobe planning and selection (e.g., budget; needs; personal preferences based on culture, lifestyle and career; fashion trends).
- d. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to careers in the fashion and textile industries.

3.2 Fibers, Fabrics, and Finishes

- a. Identify sources of various natural and manufactured fabrics, their characteristics, and the terminology used to classify and describe them.
- b. Explain how to select appropriate fibers, fabrics, and finishes for a variety of purposes.
- c. Demonstrate an understanding of the care of clothing and household textile items (e.g., care symbols, laundering, stain removal, storage).

3.3 Apparel Construction

- a. Demonstrate an understanding of the various functions, use, and care of apparel construction equipment and materials.
- b. Demonstrate an understanding of the techniques and terminology for constructing, altering, and repairing apparel and household textile items.
- c. Demonstrate an understanding of how to evaluate the quality of apparel

- construction.
- d. Compare cost, time, and energy factors involved in purchasing, constructing, remodeling, or recycling materials, apparel, and household textile items.

(Challenge Standards for Student Success: Home Economics Careers and Technology [2000]: Fashion, Textiles, and Apparel Content Area Standards 1–12; Fashion Design, Manufacturing, and Merchandising Career Pathway Standards 1–23.)

Domain 4. Housing and Interior Design

Candidates demonstrate an understanding of interior design and housing. Candidates must understand the elements and principles of design; historical and contemporary interiors, architectural styles, and furniture designs; and the materials, methods, tools, and technology used in design of living and working environments. They also understand consumer aspects of interiors and housing, such as the role of the government and other organizations in housing and related matters; the criteria considered in selecting housing; and the laws, regulations, and responsibilities associated with housing. They are familiar with knowledge and skills transferable to a variety of careers related to the interior design and housing industries.

4.1 Housing

- a. Demonstrate an understanding of criteria considered in the selection of housing (e.g., construction, safety, location) and interiors (e.g., needs, affordability, personal preferences).
- b. Demonstrate an understanding of the basic factors (e.g., costs, maintenance, environmental considerations) involved in the selection of materials used in design and construction.
- c. Recognize the effect of historical architectural design and culture on contemporary design.
- d. Demonstrate an understanding of the laws, regulations, and programs related to housing (e.g., low-income housing, assistance programs, building codes).

4.2 Interior Design

- a. Demonstrate knowledge of the elements and principles of design and their use in planning and evaluating the aesthetics of living and working environments, as well as in selecting furnishings and equipment.
- b. Analyze color theory and its application to living and working environments, including the evaluation of color schemes in a variety of situations.
- c. Demonstrate an understanding of the role of design in meeting individual, family, and group needs throughout the life cycle (e.g., use of floor plans, elevations, materials).
- d. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to the interior design and housing industries.

4.3 Furnishings

- a. Demonstrate knowledge of historical and contemporary styles of furnishings.
- b. Demonstrate an understanding of criteria considered in the selection of furnishings and equipment (e.g., quality, construction, care, needs, affordability, personal preferences).
- c. Demonstrate an understanding of furnishing materials (e.g., wall and floor coverings, textiles, window treatments, lighting fixtures, kitchen and bath fixtures, accessories).

(Challenge Standards for Student Success: Home Economics Careers and Technology [2000]: Housing and Furnishings Content Area Standards 1–9; Interior Design, Furnishings, and Maintenance Career Pathway Standards 1–18.)

Domain 5. Consumer Education

Candidates demonstrate an understanding of personal and family resources, consumer rights and responsibilities, economic systems, and personal finances. Candidates must have a substantial understanding of consumer economics, decisions, purchases, and the resources and factors that inform, influence, and shape personal and family resource management. They understand how the U.S. economy functions and the factors that affect it, as well as its effects on U.S. consumers. They have an understanding of the global market and the global economy and how they affect the U.S. economic system. They are also familiar with knowledge and skills transferable to a variety of careers related to the consumer service industry.

5.1 Personal and Family Resources

- a. Demonstrate an understanding of how needs, wants, goals, and values shape personal and family resource management.
- b. Analyze factors that influence personal and family consumer decisions (e.g., advertising, product costs, socioeconomic factors, financial resources, culture, local and national economies).
- c. Describe how goods and services can be researched, identified, compared, and evaluated to make good consumer decisions and purchases.
- d. Demonstrate an understanding of consumer fraud and deception and the organizations, resources, and services available to assist consumers in researching, reporting, and taking legal action against perpetrators of fraud and deception.
- e. Demonstrate an understanding of management in balancing home, work, and life.

5.2 Consumer Rights and Responsibilities

- a. Demonstrate knowledge of state and federal laws pertaining to consumer protection and responsibilities and how they relate to consumerism in areas such as advertising, credit contracts, safety standards, and guarantees/

warranties.

- b. Demonstrate an understanding of how to utilize communication skills in negotiating and solving problems related to the purchasing of goods and services.
- c. Identify local, state, federal, and private agencies that advocate for and protect the consumer, as well as the services that they provide (e.g., consumer redress, mediation and arbitration services, investigations).
- d. Demonstrate an understanding of environmental stewardship in relation to responsible resource consumption and conservation practices.

5.3 Economic Systems

- a. Demonstrate knowledge of the basic principles, components, and features of the U.S. economic system, as well as the role of the government in the U.S. economy.
- b. Recognize factors that affect and are affected by local, state, regional, national, and international economies (e.g., economic growth and decline, employment, inflation).
- c. Analyze the various factors (e.g., supply and demand, productivity) that affect relationships in economic systems.

5.4 Personal Finances

- a. Demonstrate knowledge about financial management (e.g., financial terms, budgeting, investment plans, banking, credit, credit cards, loans, taxes, insurance).
- b. Analyze factors that affect financial management (e.g., career choices, goals, resources, cultural and socioeconomic factors).
- c. Demonstrate knowledge of the various factors in determining major purchases (e.g., transportation, clothing, appliances, cell phones, entertainment systems).
- d. Demonstrate knowledge of the various factors involved in searching for and securing suitable housing (e.g., cost-of-living estimations, rental and sales contracts, insurance, interest rates) and resources available to help consumers search for and secure suitable housing.
- e. Demonstrate knowledge of career paths, transferable knowledge and skills, aptitudes, and responsibilities related to consumer services.

(Challenge Standards for Student Success: Home Economics Careers and Technology [2000]: Consumer Education Content Area Standards 1–11; Consumer Services Career Pathway Standards 1–16.)

(3.) Subject Matter Abilities Applicable to the Content Domains in Home Economics

Candidates understand the life skills needed to function effectively in families, in the workforce, and within society. They apply knowledge in the areas of personal, family, and child development; nutrition, foods, and hospitality; fashion and textiles; interior design and housing; and consumer education to analyze issues and make informed decisions. They apply science, technology, economics, life management, and employability skills to propose solutions to a variety of real-life situations. In addition, candidates demonstrate an understanding of the leadership skills needed to implement solutions and to help students become positive and productive members of the global community.

Candidates apply organizational, leadership, and communication skills to work effectively with advisory committees, industry representatives, and community organizations. They understand their role and responsibilities as advisors to the student leadership organization FHA-HERO. Candidates are able to effectively represent the home economics program in individual and group settings in the school, community, and industry. Candidates are able to understand and respond to issues related to diversity and equity in the home economics program, families, the community, and the workforce.

Candidates understand the philosophy of home economics as a discipline of study. They understand the history of home economics, including its major historical events and leaders. Candidates understand current research and recent developments in the field of home economics. They are familiar with social, economic, legal, and ethical issues in the field. They apply strategies (e.g., accessing Internet resources, joining professional organizations) for staying abreast of current issues and developments in home economics. They are able to identify industry trends, career and entrepreneurship opportunities, employers' expectations, and the personal characteristics (e.g., appropriate work habits, social and communication skills) necessary for successful careers in the workplace. They use their home economics knowledge and skills to develop strategies for managing family and work life responsibilities in a rapidly changing global environment.

Part 3: Implementation of Standards of Quality and Effectiveness for Subject Matter Programs in Home Economics

A. Standards Implementation Process

The 2006 *Standards of Quality and Effectiveness for Subject Matter Programs in Home Economics* are part of a broad shift in Commission policies related to the preparation of professional teachers and other California educators resulting from the mandate of Senate Bill 2042 (Chap 548, Stats. 1998). This policy change insures high quality in educator preparation while at the same time providing for flexibility along with accountability for institutions that offer programs for prospective teachers. The success of this reform effort depends on the effective implementation of program quality standards for each credential.

1. Process for Cyclical Review and Improvement of Subject Matter Standards

The Commission will adhere to its established cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Home Economics* as well as in other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, state-adopted K-12 student academic content standards, school curricula, and the backgrounds and needs of California K-12 students. Reviews of program standards will be based on the advice of subject matter teachers, college and university faculty, and curriculum specialists. All program documents will be reviewed by statewide teams of peer reviewers selected from among qualified K-12 and postsecondary professional educators. Prior to each review, the Commission will invite interested individuals and organizations to participate in the review process.

2. Process for Adoption and Implementation of Standards

Program sponsors have at least two years to transition from the current to the new subject matter program standards. Program documents should be submitted at the sponsor's earliest convenience to avoid a potential lapse in program approval status. Expiration dates of currently approved single subject matter programs are provided below. Each single subject matter program for single subject credentials must be submitted for review and approval in accordance with the new standards. No new programs written to the previous standards were allowed to be submitted to the Commission for approval following the September 2006 adoption of the new phase III standards.

Information about transition timelines for candidates, sunset and expiration dates for currently approved programs, and preconditions are provided by the Commission through Coded Correspondence to the field and by additional program transition documents as appropriate to the needs of the field. Program sponsors should check the Commission website (www.ctc.ca.gov) frequently for updates.

3. Transition and Implementation Timelines for Programs

a. Program Transition Timeline

By July 1, 2008, existing ("old") programs based on previous subject matter standards should be superseded by new Commission-approved programs that have met the new standards. Once a program based on the new standards receives Commission approval, all

students not previously enrolled in the old program (i.e., all “new” students) should enroll in the new program. After June 30, 2008, no “new” students should enroll in an “old” program, even if a new Commission-approved program in the subject is not available at that institution. Students who enrolled in an old program prior to July 1, 2008, may continue to complete the old program until July 1, 2012.

b. Program Implementation Timeline

September 2006	Commission adoption of new subject matter program standards. No new subject matter programs in home economics will be accepted for review in relation to the Commission's previous set of standards.
January 2007	The Commission initiates ongoing technical assistance for developing new subject matter programs to meet the new standards.
March 2007	The Commission initiates ongoing training for Program Reviewers. Qualified subject matter experts are prepared to review programs in relation to the standards.
March 2007	Review and approval of programs under the new standards begin.
2007-09	Institutions submit programs for review on an ongoing basis. Once a “new” program is approved, all students who were not previously enrolled in the “old” program (i.e., all new students) must enroll in the new program. Students may complete an old program if they enrolled in that program either (1) prior to the commencement of the new program at their campus, or (2) prior to July 1, 2008, whichever occurs first.
July 1, 2008	“Old” programs that are based on the previous 1998 standards must be superseded by new programs that have obtained Commission approval. After June 30, 2008, no new students may enroll in an old program, even if a new program is not yet available at the institution.
2007-12	The Commission continues to review program applications submitted in response to the standards and preconditions provided in this handbook. Programs submitting an application for review should provide the Commission with two qualified nominees who can serve as reviewers of other institutions’ program applications in order to expedite the review process.
July 1, 2012	This is the final date for candidates to complete subject matter preparation programs approved under the previous 1998 standards. To qualify for a credential based on an “old” program, students must have completed that program prior to either (1) the

implementation of a new program with full or interim approval at their institution, or (2) July 1, 2012, whichever occurs first.

c. Implementation Timelines for Candidates

Based on the Commission's implementation plan, candidates for Single Subject Credentials in Home Economics who do not plan to pass the subject matter examinations adopted by the Commission should enroll in subject matter programs that meet the Commission's 2006 standards either (1) once a new program commences at their institution, or (2) before July 1, 2008, whichever occurs first. After a new program begins at an institution, no students may enroll for the first time in an "old" program (i.e. one approved under the previous set of standards). Regardless of the date when new programs are implemented, no students should enter old programs after June 30, 2008.

Candidates who enrolled in programs approved on the basis of prior standards ("old" programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before July 1, 2008, and (2) they complete the old programs before July 1, 2012. Candidates who do not comply with these timelines may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

4. Technical Assistance for Program Sponsors

Commission staff offers technical assistance for developing new programs and documents upon request by the sponsor of a preparation program. Program sponsors who are writing to new standards are advised to schedule a technical assistance meeting with staff at the earliest possible time. Topics of information at technical assistance meetings include:

- Explanation of the implementation plan adopted by the Commission
- Description of the steps in program review and approval
- Review of program standards, required elements and preconditions, as well as examples of implementing the standards
- Opportunities to discuss subject-specific questions
- Guidance on appropriate responses to the standards and the necessary level of supporting documentation and evidence to be provided within the responses
- Format and organization of the program document

5. Process for Review and Approval of Program Documents Submitted to the Commission

A regionally accredited institution of postsecondary education that would like to offer (or continue to offer) a subject matter preparation program for the Single Subject Credential in Home Economics may present a program application that responds to the preconditions and the standards provided in this handbook. The submission of programs for review and approval is voluntary for colleges and universities.

If an institution would like to offer two or more distinct programs of subject matter preparation in home economics with different emphases, a separate application may be

forwarded to the Commission for each program. However, the Commission encourages institutions to coordinate its single subject programs that are within the same subject matter discipline in order to maximize resources.

Programs may be submitted after January 2007 on an ongoing basis. Review of subject matter program proposals began in March 2007 and continues on an ongoing basis.

a. Selection, Composition and Training of Program Document Review Panels

Review panel members are selected because of their subject matter expertise and their knowledge of curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of subject matter experts, and statewide professional organizations. Because the review process consists of a professional peer review, the Commission needs those institutions seeking program review and approval to provide at least two qualified nominees to participate in the review process. Members of the Commission's former Single Subject Waiver Panels and Subject Matter Advisory Panels also may be selected to serve as program reviewers.

The Commission staff conducts training and calibration that all reviewers must attend. Training includes explanations of:

- the purpose and function of subject matter preparation programs
- the Commission's legal responsibilities in program review and approval
- the role of reviewers in making program determinations
- the role of the Commission's professional staff in assisting reviewers
- the analysis and discussion of each standard and its required elements
- alternative ways in which a standard could be met
- the aspects of the review process
- how to provide responsive feedback for program revision

Reviewers are also provided with simulated practice and calibration exercises in preparation for their roles in reviewing programs.

b. Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process. Commission staff is available to consult with program sponsors during program document development.

The review process consists of two sequential steps, as outlined below. An institution responding to the Commission's standards will respond to the two sets of standards described earlier in this handbook, namely, the Preconditions and the Program Standards (including Common Standards and discipline-specific Program Standards).

Step One: Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff since the preconditions are based on Commission policies and do not involve issues of program quality. The Preconditions are

reviewed upon receipt of the institution's formal document submission. Once the responses to the Preconditions are deemed to have met these standards, the program document's responses to the Program Standards are then referred to the expert reviewers.

Step Two: Review of Program Standards. Unlike the Preconditions, the Program Standards (i.e., Common Standards and discipline-specific Program Standards) address issues of program quality and effectiveness. The Commission's process, therefore, is to have each institution's response to the Program Standards reviewed by a small team of subject matter experts (i.e., peer review). Once the review team determines that a proposed program meets the Program Standards, Commission staff recommends the program for approval by the Commission at its next public meeting.

If an institution's response to either the Preconditions or the Program Standards is determined to not meet the standards, feedback is formally provided to the program sponsor with an explanation of the review findings that includes specific reasons for the determination that the program standards are not met. During this aspect of the review process, program sponsors can obtain further information and assistance from Commission staff.

The Commission intends the overall program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, it is very helpful for program sponsors to first consult with the Commission's professional staff regarding program applications that are in preparation. During the Program Standards review process, however, program sponsors and/or their representatives should not contact members of a review team directly under any circumstances in order to preserve the objectivity and integrity of the review process. If during the review process a program sponsor needs additional information, the program sponsor or representative should inform the designated staff consultant. If the issue or question is not resolved in a timely manner, program sponsors may contact the Executive Director of the Commission. After considering the review feedback, the program sponsor may make appropriate changes to the program document and resubmit the program application to the designated Commission staff member for reconsideration by the review team.

If, however, feedback from the review process indicates that only minor or technical changes need to be made in a program application in order to meet the applicable standards, Commission staff rather than the peer review team will review the resubmitted document and, if the standards are determined to have been met, will submit the program application to the Commission for approval without further review by the peer review team.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding Preconditions) or the review team (regarding Program Standards) may do so by submitting the appeal to the Executive Director of the Commission. The institution should include the following information in the appeal:

- The original program document and the stated reasons of the Commission's staff or the review team for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The CTC Executive Director may deny the appeal, appoint an independent review panel, or present the appeal directly to the Commission for consideration.

B. Submission Guidelines for Single Subject Matter Program Documents

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for program sponsors submitting documents for approval of Single Subject Matter Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

1. Transmittal Instructions

Sponsoring agencies are required to submit **three printed copies in binders** of their proposal(s), to the following address:

California Commission on Teacher Credentialing
Professional Services Division: Single Subject Matter Programs
1900 Capitol Avenue
Sacramento, CA 95814

In addition, **one CD ROM copy of the proposal text** (including supporting evidence where possible) should be submitted. This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CTCdocument.doc).

2. Organization of Required Documents

Sponsoring agencies should include as the cover page of each copy of the program application the "Sponsoring Organization Transmittal Cover Sheet." A copy of the Transmittal Cover Sheet is located at the end of this section of the handbook for use by program sponsors. One set of the proposal application documents should contain the original signatures of the program contacts and chief executive officer, and the remaining three copies may contain photocopies of the original signatures.

The program contact identified on the Transmittal Cover Sheet will be the individual who is informed electronically and by mail as changes occur, and to whom the review feedback will be sent. Program sponsors are strongly urged to consult the CTC web site, www.ctc.ca.gov, for updates relating to the implementation of new single subject matter standards and programs.

Each proposal must be organized in the following order:

- Transmittal Cover Sheet
- Table of Contents
- Responses to Preconditions, including course lists, units and descriptions
- Responses to each Common Standard and each Program Standard, including all Required Elements

The response to the standards must:

- include evidence (i.e., syllabi, course materials, program data, etc.) supporting the responses to the standards. The evidence sections should be tabbed and labeled in order to assist the reviewers in finding the appropriate supporting documentation (e.g., course numbers, document names, etc.) The supporting evidence should also be cross-referenced within the response.
- provide numbering on each page, preferably in the footer

3. Developing Responses to the Standards

a. Responses to the Common Standards.

The Commission adopted 10 standards that relate to program design and structure for programs in *all* single subject disciplines.

Standard 1	Program Philosophy and Purpose
Standard 2	Diversity and Equity
Standard 3	Technology
Standard 4	Literacy
Standard 5	Varied Teaching Strategies
Standard 6	Early Field Experiences
Standard 7	Assessment of Subject Matter Competence
Standard 8	Advisement and Support
Standard 9	Program Review and Evaluation
Standard 10	Coordination

An institution's program application should include a subject-specific reply to each of the Common Standards, 1 through 10. Program sponsors may choose to submit a separate response to the Common Standards developed individually for each of the subject matter content areas contained in the program application. As an alternative to this approach, however, a program sponsor may choose instead to submit a more generic response to the ten Common Standards.

In a “generic response,” the program sponsor would describe how credential preparation programs in all subjects will meet the ten standards, if the information is the same across all of the subject matter content areas contained in the program application. A “generic response” should include sufficient information to enable an interdisciplinary panel of reviewers to determine that the ten Common Standards are met for each subject area for which approval is requested. If a program sponsor submits a generic response to the Common Standards and that response is deemed to meet the standards, the program sponsor would not have to subsequently include a separate response to the Common Standards for any subject area that had been included in the generic response.

Regardless of the approach to the Common Standards selected by the program sponsor, there are certain institutional mechanisms that could nonetheless be common to all subject matter programs. For example, the type and/or level of institutional support for academic programs, as referenced in the Common Standards for technology or diversity and equity, could apply to all of the sponsor’s subject matter programs. At the same time, however, both of these standards (and many others) also require a measure of subject-specific program information in order to provide a complete picture to the reviewers.

b. Responses to the Program Standards

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

The written text should be organized in the same order as the standards, including the required elements. Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program and by providing evidence to support the explanation. The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches, are acceptable. Whatever the organizational format, the text must reference all required elements, or address them specifically. ***Responses that do not address each standard and its required elements will be considered incomplete.***

Lines of appropriate supporting evidence will vary with each standard. Some examples of supporting evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design

- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.
- Current catalog descriptions.

4. Packaging a Submission for Shipment to the Commission

Please **do not**:

- Use foam peanuts as packaging material
- Overstuff the binders. Use more binders if necessary. No binders larger than 3 inches will be accepted.
- Overstuff the boxes in which the binders are packed, as these may break open in shipment.

**Phase III Single Subject Matter Program Sponsor
Transmittal Cover Sheet
(Page 1 of 2)**

- **Date:** _____
- **Sponsoring Institution:** _____
- **Submission Type(s)** Place a check mark in the appropriate box.

Agriculture Subject Matter Program	
American Sign Language Subject Matter Program	
Business Subject Matter Program	
Health Science Subject Matter Program	
Home Economics Subject Matter Program	
Industrial and Technology Education Subject Matter Program	

- **Program Contacts:**

1. _____ Name

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

**Phase II Single Subject Matter Program Sponsor
Transmittal Cover Sheet
(Page 2 of 2)**

Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

Chief Executive Officer (*President or Provost; Superintendent*):

Name_____

Address_____

Phone _____ Fax _____

E-
mail_____

***I Hereby Signify My Approval to Transmit This Program Document to the
California Commission on Teacher Credentialing:***

CEO

Signature

Title

Date_____
